DOCUMENT RESUME

ED 350 023 JC 920 468

AUTHOR	Hill, Sharon A.
TITLE	39 Flavors: The Community College Classroom.
PUB DATE	28 May 92
NOTE	7p; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Role; *Community Colleges; *Cultural Awareness; *Curriculum Development; Demography; Educational Change; Ethnicity; Faculty Integration; *Minority Groups; *Multicultural Education; Racial Attitudes; Racial Bias; *Racial Composition; Two Year Colleges; Two Year College Students
IDENTIFIERS	*Diversity Concept

ABSTRACT

Multicultural education can be defined as an educational process that promotes an understanding and appreciation of the cultural diversity within a pluralistic society. By the year 2000, the number of minorities in the United States will increase dramatically. To respond appropriately and effectively to these emerging demographics, educational institutions must adopt multicultural education. The five stages leading to the establishment of multicultural education are Awareness; Analysis; Acceptance; Adoption; and Actualization/Advocacy. Awareness includes an acknowledgement that a Eurocentric educational model undergirds the U.S. public school system. The Analysis stage includes an examination of the five social ills of racism, sexism, elitism, ageism, and handicappism. A principal goal of multicultural education is to eliminate these social ills from the school curriculum. The third stage in the development of multicultural education, Acceptance, involves increasing faculty awareness of the unique experiences and special learning needs of minority students, removing the stigma from basic skills classes, and establishing special counseling for minority students. The Adoption stage refers to the philosophical endorsement of multicultural education as a functional entity, accomplished by eliminating the social ills embedded in the curriculum, as well as through the hiring of more minority faculty. The final stage, Actualization/Advocacy is the point at which diversity is encouraged, and minority students see their contributions to society reflected in the educational institution and curriculum. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350023

39 Flavors: The Community College Classroom

by Sharon A. Hill

May 28, 1992

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. A. Hill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992)

JC920468

BEST COPY AVAILABLE

"39 Flavors: The Community College Classroom"
by Sharon A. Hill
Presented at NISOD Conference
May 28, 1992 Austin, Texas

I welcome you to my presentation today. I imagine from the title of the presentation you were expecting ice cream. However, I am sorry to say that it all melted on the way from Kansas so I have a substitute for some of you. Would all of the people with brown eyes please raise their hands because you are very special people. Your brown eyes make you better then the rest of the people in this audience today and because you are special, you receive a pencil. You know people with brown eyes are more intelligent, more attractive, have a better personality, and are much more successful than people with other color of eyes.

Now each of you who have different color of eyes, how did that make you feel? Correct, it make many of you feel angry and that is my point today. Why in our community colleges do we tend to judge people on the color of their skin or their background? Today, due to the constraints of time, I will only be able to scratch the surface of the need for multicultural awareness in the community college. Therefore, my purpose today is simply to get you to think. Think about the information that I am going to present to you and then think how you can make your college one that reflects diversity. This morning, much of may material will be from Dr. James Boyer, and Drs. James and Cherry Banks and their many publications on this subject.

The presentation today will focus on a definition of multicultural education, the demographics of a changing society, and the Five Stages of Development in Multicultural Education according to Dr. James Boyer. The operational definition that I will be using in today's presentation for multicultural education is :

Multicultural education is the adoption
of an educational process which promotes
the understanding and appreciation of
the cultural diversity of our
pluralistic society.

The need for multicultural education is proven by simply looking at the demographics of our every changing society. With the ever increasing number of minority students, our classrooms and curriculums must begin to reflect their contributions to society. Let us take a look at the present population compared to the population in the twenty-first century.

	PRESENT	YEAR 2000
U.S. POPULATION	248 MILLION	
AFRICAN AMERICAN	33 MILLION	38 MILLION
ASIAN	7 MILLION	14.3 MILLION
LATINOS	28 MILLION	41 MILLION
NATIVE PEOPLES	3 MILLION	6 MILLION

From these projected figures, it becomes very obvious the classrooms in our community colleges must begin to address the needs of the minority students.

In order to organize this presentation so I can touch on several important issues, I have chosen to present the major portion of the material according to the Five Stages of Development in Multicultural Education. This will present a clear, concise look at the problem and one that will be easy to follow. The first stage of development in a program of multiculutral education is AWARENESS. This awareness must include a look at the historical perspective of the founding of our public school system. Our schools were founded by our forefathers who wanted to establish schools which promoted literacy and democracy. They also wanted everyone to forget their heritage and form an American Heritage. The Melting Pot Theory began to take shape. The public schools in America were based on the Eurocentric Concept and targeted the following population: students from Northwest Europe, middle income, Caucasian, male, and people who had English as a first language. Unfortunately when we look at our schools today, we still see the Eurocentric Concept being used.

What this concept did was to develop an A over B society.The A society was empowered and the B society was not empowered. Using this concept of power, race became the single most important element in the decisions of the society. Race also determined the quality of education a child would receive. Education continued to be separate but not equal until 1960. In 1960, in Greensburg, North Carolina, at a Woolworth's luncheon counter, 85 African American students refused to leave until they had been served. They were not only protesting the fact that they deserved to be allowed to eat at the counter, but they were also demanding the need for Black History to be taught in their schools. They wanted equality and no more A over B society.

These students caused a change to begin and major pieces of legislation were passed. This legislation was designed to create a more equitable education for all students no matter what their race. The legislation passed included:

1962 Manpower Development Training Act which was to combat high minority unemployment
1962 Vocational Education Act
1964 Equal Opportunity Act
1964 Civil Rights Act
1965 Elementary/Secondary Act to fight poverty
1965 Voting Rights Act.

All of this legislation was trying to help schools move away from the unequal opportunities that had existed in them prior to 1960.

The 1970's brought an awareness that separate but equal was wrong and changes needed to be made. There was also an awareness of Human Rights, Civil Rights, Women's Rights, Handicap Rights, and Children's Rights. Moving into the 1980's, the thrust was knowing oneself and then developing skills in applying the same chances, opportunities, and challenges to others as one does to oneself. The curriculum was beginning to move away from the Eurocentric concept and move toward a more multicultural curriculum. As the 1990's dawn, we still see the slow process of moving away from the Eurocentric idea and again the push to truly implement the legislation of the 1960's. Schools are striving to become more cognizant of the needs of the minority students and create curriculums which reflect their contributions to society.

In the second stage called ANALYSIS, we will look at the Five Social Ills that multiculutral education seeks to eliminate from the school curriculum. The first social ill is RACISM. Looking at our schools today, we can see this social ill still exists. In schools today, African American children compared to Caucasian children are two times as likely to be suspended from school, and are three times as likely to be put in special education classes. In 2/3's of the poor Latino households, the head does not have a high school diploma. This compares to 1/2 for the poor white and African American households. In comparing high school diploma's , 79% of white 19 year olds have a high school diploma, but only 63% of African American's and 52% of Latino's hold diploma's.

Textbooks have been very guilty of perpetuating the Eurocentric concept. Minority contributions are seldom mentioned in textbooks. For example, Morgan Garrett who invented the gas mask is rarely mentioned. Though during the recent Desert Storm conflict, we saw how the troops truly relied on the gas mask to protect themselves from the possibility of poisonous gas attacks. Andrew Beard, who invented the Jenny Coupler that allowed train cars to be attached more safely and save many serious injuries, is rarely mentioned. Stephen Foster is given credit for writing many songs which were actually written by the African American James Bland.

The Native People's contributions are almost totally left out of textbooks. Much controversy has been raised about Columbus discovering American because Columbus did not discover America. He did land on the shores, but the country was already inhabited by the American Indian. The Native Peoples contributions are left out in favor of the battles that were fought by the people to save their lands. Their contributions to colonists particularly in the area of farming are seldom mentioned.

From the proceeding examples, it is evident that racism is still alive and well in our schools. Though schools are trying to change, it is still there and the movement to a more equitable system has not moved at a very rapid pace since the 1960's.

The second social ill is SEXISM. Sexism is prevalent not only in our schools, but in our society as well. Textbooks have biases against women that are apparent in the language used and in the exclusion of the contributions that women have made to society. One only needs to look at the recent Academy Awards to see that sexism truly does exist. Barbra Streisand was overlooked for the Best Director award though her film was nominated for

Best Picture. The year before Kevin Costner had been heralded as being wonderful because he acted and directed in his movie Dances With Wolves. Though when Streisand accomplished the same feat, she was not given the same credit. Why - because she is a woman.

The third social ill is ELITISM. This social ill is based on the concept that one group is better than another group. The better group is more able to govern and hold the power. An example of elitism can be seen in the testing system in the schools. For instance, on the ACT and SAT, you have to be white, upper middle class in order to do well on the test. The elitist's are in power and therefore this social ill is perpetuated.

AGEISM is the fourth social ill. The fastest growing population in the United States today is the group 65-85. The population over 85 is larger today then ever before in history. More of these citizens are returning to the community college to take part in classes and continue an education that they were forced to abandon earlier. Common prejudices against the aged are they are sickly but only about 20% to 30% are actually sick. Another prejudice is they are senile, but less then 10% are senile. Those who say the elderly cannot work need only to walk into a McDonald's early in the morning and see who comprises the productive work force.

The fifth social ill is HANDICAPPISM and it is the social ill that has been best addressed. PL94-142 has addressed the needs of the handicapped students in the public schools. However, many of our community colleges do not address the needs of our handicap students with buildings that are not truly handicap accessible.

These are the Five Social Ills and though efforts have been made to eliminate them, they still do exist in society as well as in our community colleges.

The third stage of the Five Stages of Development in Multicultural Education is ACCEPTANCE. If we in the community college understand the need for multicultural education and accept it, the end result will be culturally aware community college curriculums with increased retention rates among the minority students.

In accepting the challenge of multicultural education in the community college, we must be aware of some facts. First of all, faculty members, particularly the white members, must become sensitive to the cultural experience of the minority students and try to understand if their lifestyles are different from their own. Faculty must be aware that some minority students possess different learning styles. For instance the African American students appear to prefer a more informal learning atmosphere and the Asians prefer an instructor who is more formal and presents in a softer manner.

We as faculty members must realize many minority students come to the community college from schools which have offered them poor academic preparedness. Their skills are lacking because of the educational experiences they have received. Basic skills classes must be offered with no stigma attached to help the minority student gain the skills he/she were not given in the poorly funded secondary schools.

The small communities in which many community colleges are located are found restrictive by the minority student who has usually grown up in larger communities. The minority students must be made to feel apart of the community and not separate from it. The community colleges must provide the minority student counseling services to help them adjust not only to the rigors of the academics of the college, but also to the community around them. Acceptance is very important. As Roueche, Roueche and Karam stated, if we do not address the problem of retention of the minority student in the community college, in the future there will be a shortage of skilled workers in the labor force. We must accept the need for multicultural education if our society is to grow and prosper.

ADOPTION is the fourth stage. This includes the philosophical endorsement of the multicultural curriculum as a functional entity. In our case, community college curriculums must be examined and revised to reflect the contributions of all people to our history and our society. The social ills must be eliminated and diversity must be embraced. Because community colleges attract minorities due the lower cost, we have a responsibility to adopt changes that make the community college reflect the diversity of society. Only 20% of the community colleges have a multicultural general education requirement and this should be raised to 100%. Another problem that should be addressed is the need for minority faculty. Only 29% of the community colleges have an active recruitment for minority faculty. As minority populations grow, minorities must see colleges hiring minority faculty members and see colleges recognizing their contributions. In a global society, we must create community colleges which reflect the diversity of the world. Community colleges must have curriculums which are relevant to all students no matter what their race, sex, age, income, or handicap.

Finally, the last stage is ACTUALIZATION/ADVOCACY. This means a program of multicultural education is conceptualized and put into practice. The Five Social Ills will be eliminated. The leadership in the community college will be one in which diversity is encouraged and the minority students see their contributions to society reflected in the practices of the college. Advocacy means the curriculum has been changed to reflect the contributions of the minorities and the Eurocentric concept has finally been abolished. When this has been done, the word community college takes on a true meaning. A place where everyone is treated equally and everyone's contributions to society are recognized equally.

I would like to conclude my presentation today with a short film clip from a concert that was presented on September 6, 1987 in Malibu, California. It was a concert for the betterment of the world and I was given permission to use this film clip. Please listen carefully to the words of this very talentedperformer. A performer who understands what it means to have your work criticized not on its merit, but on the sex you are.

Yes, we are all the same really, and if we are to get along in this world, we must do it together. We are truly people who need people. We need people in our classrooms, because without people, we do not have a community college. Therefore, let's begin to respect the diversity of our society and make our community colleges a reflection of that diversity. Let us make our community colleges multiculturally aware.